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ABSTRACT

This document comprises Vermont's final Five Year Management Report to the National Institute of Education on its Capacity Building Dissemination Project grant (1980-1985). The overall goals of the grant were (1) to develop a two-way communication network among the Vermont Department of Education, other public and private agencies, and Vermont local school districts; (2) to identify existing educational information currently available for distribution; (3) to identify, collect, and evaluate new and potential education information resources within Vermont and put them into format for widespread dissemination; and (4) to plan for future dissemination needs of the state by exploring computer-based dissemination systems. After a brief introduction, the paper discusses leadership positions and responsibilities as they evolved over the five-year period. Existing resources are described, including the ERIC system, the Vermont Educational Resource Base (VERB), equity packets, and computers. The fourth section discusses linkages with Vermont's Resource Agent Program, its Inservice Institute, the Vermont Educational Computer Technology Organization (VECTOR), and other state and federal agencies. The final section discusses plans for institutionalization of the project. Extensive appendixes provide (1) impact studies conducted during the five-year period of the grant and (2) a detailed comparative table showing results of the project. (TE)

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FINAL REPORT

March 31, 1985

Dissemination Capacity Building Project

Vermont Department of Education
Montpelier, Vermont

EA 018 214

STATE OF VERMONT
DEPARTMENT OF EDUCATION
MONTPELIER
05602-2703

March 7, 1985

Ms. Mary A. Campbell
Project Monitor
United States Department
of Education
National Institute of
Education
Washington, DC 20208

Dear Ms. Campbell:

This letter will acknowledge your request of February 27, 1985. We shall incorporate the four clarifications that you seek in our final copy of the report due March 31, 1985.

You should know that the Vermont Department of Education had proposed an operating budget of $29,305,000. This 1986 budget was tentatively approved by the State Board of Education and former Governor Richard A. Snelling. Our new Governor, Madeleine M. Kunin, established a 1986 target budget for the Vermont Education Department of $27,500,000. The legislature will consider this as they consider our appropriation for FY 1986. Because of this reduction two positions will be effected: RAP agent consultant and a support staff member. It is our plan to continue the RAP agent program as an important part of the Education Resources Unit.

If you have any questions please do not hesitate to call me at (802) 828-3111.

Sincerely,

Doug Walker

Douglas Walker, Director
Basic Education

cc: Donn McCafferty
Earline Marsh

sm

STATE OF VERMONT
DEPARTMENT OF EDUCATION
MONTPELIER
05602-2703

March 31, 1985

Ms. Mary Campbell
Program Information Resources
Room 705R
National Institute of Education
Washington, D.C. 20208

Dear Ms. Campbell:

Enclosed is Vermont's final Five Year Management Report on its Capacity Building Dissemination Grant 1980-1985, Grant No. #N.I.E.-G-0024.

I should like to respond to your four questions of February 27, 1985.

1. "How is the Inservice Institute Resource File related to the Vermont Educational Resource Base?"

Carol Brock of South Royalton, Vermont, has been hired to oversee the further development of the Resource File. Ms. Brock is the editor of the Vermont Youth Resource Guide. She is unusually knowledgeable about Vermont social institutions. It is our hope that the Inservice Institute Resource File will become computerized for state use by August 1, 1985. The Resource File will be a much larger version of the VERB base.

2. "What are plans for services and management of the Vermont School Net?"

The Department is planning to have John Everitt of the Windsor Northwest School District, Bethel, Vermont, operate School Net. Mr. Everitt is very knowledgeable in computer applications. The state system this year will operate from 4:00 p.m. to 8 a.m. week days and all day Saturday and Sunday. In 1986, we will install dedicated phone lines that will operate twenty-four hours a day. We will work with the Northeast Regional Exchange of Chelmsford, Massachusetts, and replicate their enhancement system for math and science educators.

3. I have included, as Appendix A-4, the Resource Agent Program statistics for 1983-1985 as you requested.

4. "Have there been any problems with management or funding at the federal level which have had an adverse effect on Vermont's dissemination program?"

In the past five years, the Vermont State Department of Education has not experienced any adverse effects as a result of federal actions concerning Grant No. #N.I.E.-G-0024.

If you have any further questions, please do not hesitate to call Douglas Walker, Director of Basic Education at (802) 828-3111.

Sincerely,

Stephen S. Kaagan
Commissioner

kv
cc Douglas Walker
Donn McCafferty

UNITED STATES DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

May 21, 1985

Mr. Douglas Walker, Director
Division of Basic Education
Vermont Department of Education
Montpelier, Vermont 05602-2703

Dear Mr. Walker:

Thank you for the March 31 submission of the Final Report of the Vermont Dissemination Capacity Building Project and the clarification of four questions related to the report. Commissioner Kaagan's letter of March 31, 1985, and your letter of March 7, 1985, will be added to the report since they further clarify the status of grant activities after the writing of the report in January, 1985. The report has been reviewed and is technically acceptable in fulfillment of the reporting requirements of the grant. A representative of the NIE Contracts and Grants Management Division will contact the appropriate Vermont Department of Education Office to request the completion of close-out forms.

Your letter of March 7 indicated that because of a budget reduction for the Vermont Department of Education, the staff positions of Educational Resources Coordinator and Clerk-Typist will be eliminated. Even though these two grant positions will not continue to be funded, it is our understanding that major activities begun under grant auspices will be continued by individuals in other positions which are funded by the Department: the Inservice Institute Coordinator, Librarian, and the two individuals who will manage the Inservice Institute Resource File and the Vermont School Net.

I am enclosing an abstract of the Final Report which summarizes the project's major accomplishments and products for inclusion in the NIE Management Information System. You may make any changes that you wish with the limitation that the "Accomplishments" paragraph not exceed 200 words; there is no limitation on the "Products" paragraph. If you wish to change the abstract, please send it to me by June 30; otherwise I will assume that the enclosed abstract is acceptable.

It has been a pleasure to work with the Vermont Department of Education staff who have been involved in the operation of the grant. The project staff and the Vermont Department of Education can be proud of the project's accomplishments in developing innovative ways to reach out to

provide Vermont teachers and administrators with useful educational information and resources.

Best wishes for continued success in your efforts in behalf of Vermont educators.

Sincerely,

Mary A. Campbell

Mary A. Campbell
Project Monitor

cc: Earline Marsh
Donn McCafferty

Enclosures

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INTRODUCTION

The Vermont Department of Education was fortunate in receiving two Special Purpose grants from NIE in 1977 and 1978. The first Special Purpose grant which was administered under the Vermont Department of Education's Division of Federal Assistance, set up a pilot program called VERB (Vermont Educational Resource Base) whereby part-time employees in the southern part of the state began to collect Vermont-originated and/or adopted programs, practices, methods, human resources, etc. which were put on microfiche and advertised in a VERB Index. The Special Purpose Project Director supervised this operation while at the same time sharing responsibility with a part-time clerk for conducting manual ERIC searches and overseeing the operation of the Resource Agent Program in which almost thirty Title I and Title IV teachers in the field were put under contract with the Department to give workshops in their areas of expertise to other teachers.

The second Special Purpose grant was to extend the original RAP program to a Department-wide effort in which about fifty Agents in a variety of areas of expertise were funded to give workshops.

In 1979 no federal funds were granted to the Department by NIE. The Resource Agent Program continued but on a limited basis and only through the solicitation of funds from other Department divisions. The VERB program was allowed to lapse completely. The Project Director for the two Special Purpose grants was let go.

I. LEADERSHIP

In March 1980, the Department was granted an NIE five-year Capacity Building Dissemination grant. The overall goals of the grant were as follows:

1. To develop a two-way educational information communication system and network between and among the Vermont Department of Education, other public and private agencies wherever located, and Vermont local school districts, which systems and networks will be responsive to Vermont educational needs and will remain viable.
2. To identify existing educational information already in a form for distribution available within the Vermont Department of Education, the State of Vermont, the region and the nation.
3. To identify, collect and evaluate new and potential education information available within the Vermont Department of Education; other public and private State agencies; and within local Vermont school districts; and to put them into format for widespread dissemination.
4. To plan for the future dissemination needs of the State by exploring mechanical systems for making educational information available to consumer groups with more accuracy and speed.

These goals remained basic for the next five years. Included as components of the goals were a rejuvenated VERB, a fully funded RAP program, the ERIC system and an enlarged staff consisting of the Project Director (first 30% then 50%), a full-time Educational Resources Coordinator, a librarian and a secretary. The operation was to become known as the Vermont Educational Resource Center and during a Department

physical reorganization was given a room of its own directly facing the public entrance.

Policy-making to begin with was the responsibility of an Advisory Council made up of the Directors of the Department's five Divisions plus the Commissioner and Deputy Commissioner with the Director of the Division of Federal Assistance acting as Chair. Assisting the Center staff and the Advisory Council was an NIE Sub-Committee made up of representatives from each of the five Divisions. This group met every other month and was particularly helpful each spring in the selection of new RAP Agents for the coming fall.

Early in Year Three of Vermont's Capacity Building grant, a new Vermont Commissioner of Education was appointed. In the wake of this came a radical physical and administrative reorganization with the Department. The number of Department Divisions was reduced to three with the Director of Federal Assistance being incorporated into other Divisions. Each of the three new Divisions was sub-divided into two units, the Vermont Educational Resource Center falling under the new Educational Resources Unit. Policy-making was then allocated to the new Director of the Division of Basic Education and the Chief of the Educational Resources Unit together with the help of the grant Project Director.

The former NIE Sub-Committee being no longer appropriate was disbanded and a new group, the Resource Advisory Group, more representative of the new managerial structure was instituted.

Another physical relocation of the Center accompanied the reorganization resulting in more space for files, computers and accomodations for the public to do their own research if desired.

In Year Four and Five of the grant, the Center began to collect resources (including names of consultants) specifically targeted at Department priorities such as Early Education, Alcohol and Drug Abuse Prevention, and the like. In July of Year Five, the former Project Director retired and her position was upgraded and renamed Inservice Institute Coordinator. The activities of the Inservice Institute largely dominated Year Five of the grant.

During Year Four there was also a change in personnel filling the position of the Educational Resources Coordinator. During Year Two, a part-time VERB Editor was hired through NIE funds to establish and iron out any kinks in a new and improved VERB process. As of this writing, with the exception of the VERB Editor, all staff positions of the Resource Center are expected to be picked up by the Department following the end of the grant in March 1985.

II. RESOURCES

A. ERIC

Although the ERIC collection had already been installed in the Vermont Department of Education prior to the start of the NIE Capacity Building grant, no trained personnel was available to do searches and all searches were manually. There was very limited knowledge of or use by the Department and the field.

During Year One of Vermont's grant, a professional Librarian was hired. He not only conducted all the ERIC searches, as well as microfiche and hardcopy duplicating, but he began to set up a cataloging system for a variety of other periodicals and other reference materials. During Year Two, a computer (the first one in the Department) was acquired by the Resource Center and the number of searches rose dramatically

from 25 to 30 each quarter to around 120 per year. Because of an enhanced awareness campaign of all Center services, 90% of all ERIC searches are now done by computer.

The Center, through the grant, subscribed to the vendor services of Bibliographic Retrieval Services of Lathom, New York. By Year Five of the grant, the cost of the vendor service was almost entirely absorbed by the Department.

Under the direction of the Librarian, educators from within the Department and the field frequently use the Center and its search capabilities for general research.

It is interesting to note the shift in clientele for ERIC services over the grant's five year period. In the beginning, the requests were chiefly teachers. At the present time, an increasing number of requests for research and background material are being received from superintendents, principals, curriculum coordinators, etc. There, together with increased use by Department personnel, particularly those from the Commissioner's office and the Legislature, show that the policy-makers have discovered a source of information upon which to base their educational and administrative decisions.

Because the Resource Center is the only location in Vermont with the entire ERIC collection of microfiche including the capability of reproduction, a large number of colleges and graduate students use the Center's ERIC facilities. Up until Year Four of the grant, all computer searches were free to anybody requesting them. At that time, it was decided to charge individuals other than elementary and secondary teachers $20 per search. Elementary and secondary teachers also receive up to 50 microfiche and 50 pages of hardcopy without cost.

Other resources in the Center include pamphlets, reports, studies, and guides which are cataloged using ERIC descriptors. Interlibrary

loans of books or copies of journal articles are obtained through an arrangement with the Vermont Department of Libraries.

Materials including organizational newsletters, periodicals, Federal Register, catalogs, software reviews and the like are reviewed and circulated within the Department. Bibliographies are prepared with entries from the ERIC collection and other available sources to serve the special needs of the consultants in carrying out the Department priorities.

In addition to maintaining the ERIC microfiche collection of 250,000 titles, and the VERB collection of about 500 titles, the Center has cataloged about 600 other titles plus a sex equity collection of around 800 titles. In cooperation with the Inservice Institute, 12 Commodore 64 computers, disc drives, monitors, printers, modems and software are maintained by the Center and scheduled out for inservice workshops in the field. The Center is also responsible for abstracting the Commissioner's correspondence monthly and for displaying the monthly agenda for upcoming Vermont State Board of Education meetings.

B. VERB

Prior to Vermont's Capacity Building grant, the Vermont Educational Resource Base (VERB) had been a pilot program limited to the southern part of the state and funded by an NIE Special Purpose grant in 1977. VERB is a state databank of Vermont-originated and/or adopted programs, practices, methods, human resources, etc. available on microfiche or hardcopy. The 200 items collected through the Special Purpose grant underwent no review process, represented only one section of the state and no collecting had been done for two years prior to the NIE Capacity Building grant.

To re-activate VERB, the new staff of the Resource Center redesigned the VERB form, instituted a simple review process, and in Year Two of the

grant was allocated funds for the employment of a part-time VERB Editor.

The problem then was how to collect VERB items from the field. The first action of the staff was to include as part of the Resource Agent Program contracts a clause stipulating that they would solicit items for VERB from the members of their various workshops. Space was left for this purpose on the new RAP evaluation forms. In spite of the stipulation, this resulted in only a small number of leads to follow up.

In Year Two of the grant it was decided that school librarians would be in an excellent position to collect VERB entries as well as to make their various regions cognizent of the availability of Resource Center services. With the help of the Department's School Library/Media Consultant, five school librarians were selected and trained to carry out these mandates in each of the state's five superintendency regions. These VERB Agents were each paid $1,000 available through NIE funds to cover expenses.

Although the Agents tried valiantly to carry out their mandates, it soon became apparent that this method of collecting VERB entries was only a partial success. The time and distance necessary for the Agents to cover their respective regions put too much of a burden upon them in light of their regular duties and they all agreed that it was too arduous to do the necessary constant follow-up of individuals with possible VERB entries in order to get them to actively submit their ideas in the required format. Nevertheless, the enthusiasm and good faith of the Agents resulted in a substantial number of new VERB entries. None of the Agents, however, wished to continue another year so this method was dropped.

In the meantime, Department consultants had been briefed on the need for new VERB entries and their assistance resulted in periodic submissions and referrals. In Years Three and Four of Vermont's grant,

when the consultants had been reorganized into five regional teams, their first joint effort was the collection of VERB items or "Promising Practices" from each superintendency in their regions. Local contact persons to assist in this endeavor were identified and both team members and contact persons were trained by Resource Center staff in how to proceed. The result was a special booklet on "Promising Practices" published in Year Four. All entries were put into the VERB file and are available on microfiche or hardcopy.

As of this writing (January 1985), VERB entries now number around 500. Some desultory items still find their way into the VERB file but with no formal collection process anticipated, the VERB file is not expected to grow very fast after Year Five. During the five years VERB Indexes continued to be published and distributed to the field. In Year Five, all the Indexes were incorporated into one Cumulative Index.

During the period in which the VERB Editor was able to be employed, she undertook a special project which satisfied a long-felt need. This was the compilation of a Directory of Resources From State Agencies (other than the Department of Education) suitable for use in the schools -- a document that was very well received when published.

C. Equity Packets

Included in the original and subsequent major goals of Vermont's Capacity Building grant was special attention to issues of equity in three areas: sex education, bilingual/bicultural discrimination, and children deprived by conditions of rural isolation. It was decided to address these issues by preparing specially designed packets of information containing bibliographies, pertinent articles, reference lists, current trends, and specialized pamphlets.

Working with the Sex Equity Consultant and the Bilingual/Bicultural Consultant, the Educational Resources Coordinator in Year One and Two, provided two voluminous packets of information suitable for the schools. The bilingual, bicultural packet was targeted at the state's Franco-American population concentrated in the northern tier of counties.

These two packets were very well received and quickly distributed. Once the supply was exhausted, however, the cost of reprinting and updating the contents proved prohibitive. However, the basic information remained on file in the Resource Center and the Librarian continues to catalog and maintain all pertinent material as received.

The problem of rural isolation proved to be a tougher problem to solve in the way of equity. There proved to be an enormous amount of material available nationally, most of it not particularly helpful to Vermont. A special study for the Center on rural isolation was prepared by the Division of Federal Assistance's Evaluation Specialist but the question of what documents to include in the rural isolation packet remained unsolved.

Realization then came that because Vermont is the most rural state of the union and because it was the smaller, poorer schools which were already largely utilizing the services of the Center such as RAP and VERB, it became apparent that this subject did not lend itself properly for an informational packet. Instead, a concerted effort was made by the Center staff to concentrate awareness presentations and other outreach activities on those schools most suffering from the effects of rural isolation. The success of this effort is shown in evaluation and statistical reports revealing that the comparatively few large school systems in the state are less apt to use the Center services.

D. Computers

For a long time, the TRS-80 computer provided by the Department to conduct computer searches was the only one in the Department. By the end of Year Three and for the remainder of the grant period, the Resource Center became more and more involved with the computer technology explosion nationally and in Vermont schools.

It was hoped by Center personnel to establish an exchange of educational software originated or developed by Vermont teachers which would be similar to the VERB collection. In spite of a great deal of thought, time and effort, such an exchange never materialized due probably to the fact that those teachers actually creating computer programs did not want to bother to write proper instructions and documentation and it became evident that a software exchange was not feasible.

Also, as the computer uses in the field became more sophisticated, they were more interested in professional evaluations and reviews of commercial software issued by such organizations as MicroSIFT (distributed free by the Center to requesters), EPIE and computer periodicals.

An offshoot of this aborted software exchange, however, was the beginning of a newsletter, Computer Bits, published by the Resource Center every other month. By the end of the grant period, Computer Bits had a circulation of about 1,200 going to superintendents, principals, guidance directors, school librarians and hundreds of educational computer users.

Other offshoots of the computer exchange idea were the formation of VECTOR and Vermont School Net (see Linkages). The Center also became the repository for a donation by the manufacturer of 12 Commodore computers, keyboards, monitors and disk drives which are scheduled out to the schools upon request.

IV. LINKAGES

A. Resource Agent Program

Vermont's Resource Agent Program is probably the oldest, most successful inservice program offered by the state. It started in 1974 in the Division of Federal Assistance when a small number of Title I and Title III (later Title IV-C) leaders were identified as experts in certain areas and put under contract by the Division to offer workshops to other teachers upon request and without charge.

In 1978, the Division received a Special Purpose grant from NIE which allowed the Resource Agent Program to expand its efforts into all different subject areas and to increase the number of Agents put under contract. At the expiration of the Special Purpose grant in 1979 in order to continue the program, funds were solicited from the other Department Divisions but the bulk of the Agents were still funded under Titles I and IV-C with a smaller number of Agents able to be contracted.

With the advent of Vermont's Capacity Building grant, the Resource Center was again enabled to seek out and put under contract between 50 and 60 "experts" in a variety of subject areas. About 200 workshops were given with an average attendance of 10 teachers at each workshop.

In Year Two of the grant, the Center was able to continue a RAP program of similar magnitude and success, thanks to NIE which allowed Vermont to carry over unexpended RAP funds from the previous year.

By Year Three, it was obvious that RAP, if it was to continue, must be institutionalized. At this time the old ESEA had been replaced nationally by ECIA with its Chapter 2 grants to all school districts by formula. An attempt was first made to have each superintendent (designated in Vermont as a school district) set aside 2½% of its Chapter 2 allocation to be sent to a holding district which would

allot the funds to the RAP program which would continue to be administered by the Department of Education. As the Chapter 2 applications began to be received in the Division of Federal Assistance, it became evident that not enough superintendents were willing to release the 2½% of their Chapter 2 funds for this purpose.

The Center then decided for the first time to assess the local school districts for part of the costs of the workshops. The Department out of its own Chapter 2 funds would continue to pay the Agents for honoraria and start-up supplies while reimbursing the Agents' school districts for substitute salaries while the Agents were away from their home districts giving workshops. The local school district requesting the workshop would be billed by the Agent directly for his/her travel expenses and any handouts.

Because of the technical change in procedure, confusion in the field, additional paperwork and costs, the result of the RAP program at the end of Year Three was a slip in the number of workshops given to 154 as compared to 200 in Year Two. In Year Four and Five, the total number of workshops given were 174 and 118 (to date) respectively.

By Year Three, therefore, the field portion of the RAP program had been completely institutionalized and the costs of printing the RAP Catalog and training the RAP Agents was gradually being absorbed by other than NIE funds.

B. Inservice Institute

In Year Four of Vermont's Capacity Building grant, the Center began to involve itself in one of the Department's and new Commissioner's priorities, i.e. the Inservice Institute. Through Center representation on the Personnel Development Team, the Center began to assist the Team in a new collection of consultants that could be called upon to work

with local school districts which had applied for and received grants in areas designated by the Inservice Institute.

In Year Five, with the retirement of the former Project Director and the dissolution of the Personnel Development Team, the job of Project Director was upgraded and re-titled Inservice Institute Coordinator. In addition to supervising the activities of the Resource Center, the new Coordinator, in cooperation with the Resource Center staff, initiated a process for updating and expanding the Inservice Institute collection of consultants, including revising/rewriting the application form and accompanying informational material; developing a process of screening and acceptance to insure high quality of resource consultants/materials; designing format for the Resource File catalog; developing a system of filing, reference and cross-reference; planning and implementing a variety of techniques for substantially increasing the number of entries in the Resource File; promoting the Resource File to insure its maximum use; and working towards computerization of the Resource File.

C. VECTOR and Vermont School Net

The effort to set up a Vermont software exchange has been previously mentioned. Although this particular effort did not succeed, some beneficial efforts resulted, including the aforementioned publication of the newsletter, Computer Bits. In Year Two of Vermont's Capacity Building grant, as a first step towards establishing a software exchange, a meeting was held at Norwich University in which about 30 of the most advanced computer users from around the state were invited to assist the Center in establishing procedures for an exchange. Nothing concrete was realized in this direction but the members did vote to start a private

non-profit educational computer users organization which was to be known as VECTOR (Vermont Educational Computer Technology Organization). Officers were elected and a membership drive started.

VECTOR's achievements over the next three years have been spotty although continually encouraged by the Center staff and others in the Department. VECTOR did hold meetings, produced a computer fair and sponsored Vermont's participation in the National Computer Contest. Probably its most notable achievement, however, is the fact that through VECTOR leadership, Vermont is the fifth state in the union to have a state certification endorsement for computer science education. Also, VECTOR has identified 900 Vermont educators who have received training in computer literacy.

In Years Three and Four, a computer was assigned by the Department to its Center and a special modem and other equipment were purchased with the assistance of NIE towards the installation of Vermont School Net. Through this device schools or individuals possessing modems can telephone the Department computer to exchange information, order publications, consult a Department bulletin board, and eventually exchange programs. Although the operation of Vermont School Net languished somewhat with the resignation of the Director of the Division of Basic Education, plans are underway as of this writing to acquire a hard disk for the continued operation of Vermont School Net.

D. Linkages With Other Organizations

Since the beginning of Vermont's Capacity Building grant, the Project Director has been the Department's official Liaison Officer with the National Diffusion Network. The Librarian has from the beginning used NDN programs as reference material and the programs have now been added to the Inservice Institute Resource File.

Both the former and the present Project Directors have attended meetings of the Northeast Regional Exchange, the regional Office of the U.S. Office of Education. The former Project Officer also attended the annual national NIE Regional Conferences for three years. The present Project Director has reviewed the RFP for the NIE Regional Educational Lab and attended the Vermont Partnership Planning Meeting with NEREX in December 1984.

V. IMPACT AND INSTITUTIONALIZATION

Until the Third Year of the Capacity Building grant, Vermont's Resource Center had available to it the services of an Evaluation Specialist and and Evaluation Assistant who did full scale analysis of the RAP program and evolved various plans for evaluating the impact of all Center services.

With the advent of the new Commissioner and the Department reorganization, these positions were dropped and the Center staff had not the time nor the expertise to continue the elaborate analyses and evaluation reports.

Nevertheless, submissions of evaluation reports from participants of each RAP workshop continue to be a requirement for Agent payment and the Librarian continues to send out evaluation questionnaires. A plan started in Year Four by which members of the Resource Advisory Group agreed to do one telephone interview per month with recent receivers of Center services was discontinued with the retirement of the former Project Director.

Because of the sporadic nature of the evaluation reports (with the exception of RAP workshops), it is not possible to cite actual numbers and percentages. It can be stated irrequivocably, however, that all reports received have been overwhelmingly positive and all

documents are on file for perusal of any interested party.

As of this writing, indications are that all services and activities of the Resource Center (with the exception of the active solicitation of VERB entries) will be picked up and funded by the Vermont Department of Education either through Chapter 2 funds or under the aegis of the Inservice Institute. There also appears to be no immediate prospects that co sultant members of the five regional teams will again assist in the collection of Promising Practices as their priorities have been set otherwise. It should be mentioned that the Center Librarian still adds to the VERB collection as items come to his attention and the Cummulative Indexes are still being distributed with requests from the field for VERB material still substantial.

APPENDICES

A. Impact Studies

B. Five Year Results

APPENDIX A

Impact Studies

A-1. April 30, 1982

A-2. May 6, 1983

A-3. May 8, 1984

A-4. March 31, 1985

National Institute of Education

Regional Program

ANNUAL PROJECT REPORT ON ESTIMATED IMPACT OF PROJECT ACTIVITIES

Title of Project CAPACITY BUILDING DISSEMINATION PLAN FOR THE VERMONT DEPARTMENT OF EDUCATION

Project Director MARY PERRY

Date: April 30, 1982

INSTRUCTIONS

Column I: Please give your best estimate of the numbers of people in each category who have been direct users of your services in the past year (or three project quarters). A direct user is identified as the person for whom the service was intended. For example, if a principal or school clerk calls with a request for information for a district administrator, the information would be put in the category of "district personnel."

Column II: Briefly describe the kinds of services that were provided to each group i.e., information packets, workshops, consultations on new programs, etc. Be as specific as your current record keeping will permit.

Please submit these forms to your project officer.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Relationship of NIE Priorities to Project Activities

NIE is interested in collecting information (anecdotal or quantitative) on the ways in which our funded projects have made a difference for educational practitioners and decision makers. Please describe any project activities or accomplishments during the past year that relate to the seven priorities below outlined in NIE's authorizin legislation. If there are no activities within any priority category, please leave it blank. Otherwise, describe the activity with a focus on "outcomes" or project contributions toward the priority.

(A) improvement in student achievement in the basic educational skills, including reading and mathematics

RAP WORKSHOPS

A number of workshops were offered addressing various aspects of teaching basic educational skills. Most of these workshops were directed toward elementary-level skill attainment. Several state-wide or regional teacher inservice programs, focusing upon teaching basic skills, used RAP workshops as part of their program agendas. A "Basic Skills Inservice Program" in the Grand Isle Supervisory District, Title I meetings in Bethel and Hardwick, and a regional meeting in Rutland, all employed the expertise of various RAP Agents.

VERB INDEXES

Cummulative Indexes were distributed by Vermont's Educational Resource Base to the state's Basic Skill leaders and educators present at a Johnson State College workshop held in August of 1981. This was followed by a direct mailing to those Basic Skill leaders not in attendance at that meeting.

Index Entries pertaining to basic skill competencies have been repeatedly requested by educators in the field. One such specific entry, The Montpelier Skills Continuum, is a teacher-developed Basic Skills assessment and evaluation model. This particular guide has been noted by classroom teachers throughout Vermont for its practical application to the classroom setting. The Vermont Educational Resource Center's staff, sensitive to the popularity of this particular guide, provided an offset printing of 75 copies of this document, thus considerably reducing reproduction costs to interested LEAs. This specific example is illustrative of the type of activities the VERC staff conduct in their attempts to provide useful service and information as it is requested by local districts throughout the state.

The majority of the ERIC searches requested by local district personnel concern teaching of basic skills, particularly reading and math. Recently, substantial interest by local district personnel in the utilization of microcomputers for basic skill attainment precipitated a state-sponsored Technology Fair on March 20, 1982. The Vermont Resource Center participated in this Fair, illustrating computer services which are available through the VERC system. This event also provided a unique opportunity for local districts' interests and needs in microcomputer technology.

ERIC usage by local educators has increased in part as a result of the installation of the computerized search service and in part because of the Center's greater visibility resulting from the numerous awareness sessions conducted around the state by the Educational Resources Coordinator. Documents and resources requested were presumably used to improve curriculum and program administration at the local level.

The Center has also improved its services through the expansion of its catalogued print materials collection.

(B) overcoming problems of finance, productivity, and management in educational institutions;

A RAP workshop entitled "Management Skills for Administrators" was offered by two RAP Agents and requested by several local districts for inservice programs. Superintendents and principals throughout the state have requested ERIC searches regarding management topics.

This same ERIC search service also provided considerable information and references for the Deputy Commissioner, and for the research staff in ~~the~~ Vermont Education Department. This information was particularly useful as these individuals worked with the Vermont State Board in developing Board policy over the past year.

(C) improving the ability of schools to meet their responsibilities to provide equal educational opportunities for students of limited English-speaking ability, women, and students who are socially, economically, or educationally disadvantaged;

Vermont's NIE grant has helped to direct attention toward certain educational equity concerns throughout the state. Specifically, grant monies have funded the development of English as a Second Language and Bilingual Education, Sex Equity informational "packets" for state-wide distribution.

Vermont's Language and Cultural Affairs Consultant and Title IX Sex Equity Consultant are the primary distributors of these materials. Both consultants have used their repsective packets as a vehicle for sharing pertinent information with local school districts and for provoking discussion at conferences held throughout the state.

The Language and Cultural Affairs consultant commented that the ESL and Bilingual packets serve as a primary reference tool for the LEAs to acquire information and materials concerning the education of children of limited English-speaking ability. A recent influx of Indo-Chinese refugees to various communities throughout Vermont has made this information generating device of particular value. In directing these

(continued)

(D) preparation of youths and adults for entering and progressing in careers;

The Vocational Education Division of the State Department of Education has utilized the reference services of the Resource Center in helping develop curriculum materials and in advising local Vocational Education personnel. The Center also provided information for designing Vocational-Educational sponsored conferences on entrepreneurship and vocational trades.

A "State Agency ResourceDirectory" is presently being compiled by the VERC staff to be available through the Resource Center in the spring of 1982. This directory lists educational programs currently being administered by all Vermont State Agencies. Among the programs surveyed, were the Vermont CETO programs and other career-oriented educational programs administered through agencies such as Employment Security and Labor and Industry.

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(E) overcoming the special problems of the nontraditional student, including the older student (with special consideration for students over the age of 45) the part-time student, and the institution which the student attends:

As a result of a "Needs Assessment" conducted in the fall of 1981, with Vermont's Adult Basic Education Program, some assistance was given to ABE tutors and staff. Also, the ABE Director has utilized the Resource Center collection in designing and implementing the State Adult Basic Education Program.

(F) encouraging the study of language and cultures and addressing both national and international education concerns; and

See entry (C). In addition, a RAP workshop entitled "New Approaches To Language Teaching" was conducted at regional meetings of the Vermont Foreign Language Teachers Association.

(G) improved dissemination of the results of, and knowledge gained from, educational research and development, including assistance to educational agencies and institutions in the application of such results and knowledge.

The Resource Center serves as a primary means for disseminating information concerning the results of current educational research. Assistance in applying this information to the needs of local districts is basically the responsibility of the appropriate State Education Department consultant.

The VERC staff makes concerted efforts to aid Department personnel as they attempt to provide qualitative service and pertinent information to local districts throughout the State.

Over the past year LEA and SEA personnel have requested literature searches on a wide variety of subject areas from the Vermont Education Resource Center. A major portion of the VERC staff's efforts was concentrated upon filling these requests and providing the requestors with microfiche and hardcopy documents, and on occasion, the materials from Vermont's Inter-Library Loan Service. The service most frequently requested by both LEA and SEA personnel is for hardcopy reproduction of specific ERIC articles, with ERIC searches being the second msot utilized service requested. There are approximately equal amounts of requests made at both the local and the state level, with colleges and other state agencies also utilizing the service. The most commonly requested service by entities other than the SEA and LEAs, is for microfiche copy. This is possibly due to the fact microfiche readers are available on campuses and within state agencies.

Vermont Educational Resource Center:

The record-keeping system utilized by the Vermont Educational Resource Center does not lend itself to aggregating numbers of direct users as specifically as requested upon this form. Utilization records are kept, however, according to SEA and LEA users (see part G). Whenever appropriate, answers for the remaining impact questions, include reference to Resource Center utilization, as reflected by the record-keeping system currently in place.

ERIC/VERB STATISTICS
Kinds of Services Provided

Apr. 1, 1981 - Mar. 31, 1982

	No. of Direct Users (Est.)	
achers	176	Searches - Manual and Computer Duplication (microfiche and/or hardcopy) Cataloged Info. sources
hool Bldg. ministrators	75	Searches - Manual and Computer
strict Personnel	42	ERIC documents and other information to support propositions to present to boards and faculties.
ntermediate Unit ersonnel		Included above
EA Personnel Chief and Admin. Staff Other Consultants	38 -122	Searches - Manual and Computer Reference questions Materials circulated to newsletters, etc. Order materials
chool Boards	4	Background information for presentations to full boards - Computer searches and hardcopy
tate Legislators	1 1	Aid in Index use; Inter-library Loan (hardcopy and microfiche Information regarding truancy
arents & Public	58	National Public Radio, "Options in Education" series - Transcripts supplied
tudents Graduate Highschool & College	35 15	Bibliographies; microfiche and/or hardcopy documents; Inter-library Loan services especially for journal articles
thers (Name) VA, Assoc. Lrng. Disab. Librarians: Col.-Univ. State Comm. on Justice Ed. Develop. Assoc.	1 64 1 1	- radio transcripts - microfiche and hardcopy supplied - ERIC hardcopy - ERIC hardcopy

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Vt. Lang. Assoc.	3	Hardcopy and microfiche orders
Vt. Council on Arts	1	Computer search
Vt. DOL	2	Computer search
Free lance author	1	Computer search
St. Albans Correctional	1	Computer search
Wash.Cty.Mental Health	1	Computer search
Vt. Reg. Chamber of Commerce	1	Computer search
College faculty	18	Microfiche and hardcopy

Resource Agent Program:

The Vermont Resource Agent Program has been cited as an exemplary program for providing direct information and service to classroom teachers throughout the State of Vermont.

Presently this program is in its final few months of implementation for the 1981-82 school year. A preliminary review of participant and agent evaluations conducted at the end of each RAP workshop indicates the percentage of direct users of this program will be similar to the past two years when approximately 190 workshops were conducted for 2,000 participants, the vast majority of which were Vermont classroom teachers.

Final evaluation data regarding the 1981-82 RAP program will not be available until the end of the school term in June, 1982. The preliminary review, coupled with a "Needs Assessment" review of Vermont's superintendents conducted in February of 1982, and a RAP Agent "Work Meeting" held on March 12, 1982, indicate continued support and enthusiasm for this program in its attempts to provide direct informational service to local school district personnel throughout the state.

1981-1982 Resource Agent Program Participants	Direct Users (Est.)	Kinds of Services Provided GRAND TOTAL August 26, 1981-March 31,1982
achers	982	
hool Bldg. ministrators	55	
strict Personnel	73	
termediate Unit rsonnel	0	
A Personnel hief and Admin. Staff ther	2	
chool Boards	0	
tate Legislators	0	
arents	2	
tudents	1	
thers (Name)	346	

April 27, 1982

Total Participants--1461

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Breakdown by Subject Area of RAP Workshops
Given From August 26, 1982, Through March 31, 1982

Language Arts	19
Classroom Management	18
Vermont History	14
Math	13
Computer Skills	10
The Arts	10
Library and Media	10
Special Education	9
Gifted and Talented	8
Environmental Studies	6
Science	5
Social Studies	5
Basic Competencies Management	4
Career Education	3
Guidance	3
Foreign Language Instruction	3
Vocational Education	2
Alternative Education	2
Management Skills for School Administrators	2
Miscellaneous	4
TOTAL	150

ADDENDUM

(D) preparation of youths and adults for entering and progressing in careers;

Two RAP workshops encompassing activities aimed at identifying "Skills for Tomorrow" and "Career Orientation" were offered to local school districts. Also, a RAP workshop, entitled "How to Incorporate a Career/Life Planning Model Into Your Classroom" provided teachers with a variety of occupational information resources and materials to aid students in developing career resources. Several other RAP Agents offered workshops in Vocational Education and Alternative Education.

National Institute of Education

Regional Program

ANNUAL PROJECT REPORT ON ESTIMATED IMPACT OF PROJECT ACTIVITIES

Title of Project Vermont State Capacity Building Dissemination Grant

Project Director Mary Perry

Date: May 6, 1983

INSTRUCTIONS

Column I: Please give your best estimate of the numbers of people in each category who have been direct users of your services in the past year (or three project quarters). A direct user is identified as the person for whom the service was intended. For example, if a principal or school clerk calls with a request for information for a district administrator, the information would be put in the category of "district personnel."

Column II: Briefly describe the kinds of services that were provided to each group i.e., information packets, workshops, consultations on new programs, etc. Be as specific as your current record keeping will permit.

Please submit these forms to your project officer.

Relationship of NIE Priorities to Project Activities

NIE is interested in collecting information (anecdotal or quantitative) on the ways in which our funded projects have made a difference for educational practitioners and decision makers. Please describe any project activities or accomplishments during the past year that relate to the seven priorities below outlined in NIE's authorizing legislation. If there are no activities within any priority category, please leave it blank. Otherwise, describe the activity with a focus on "outcomes" or project contributions toward the priority.

(A) improvement in student achievement in the basic educational skills, including reading and mathematics

The Vermont Educational Resource Center has made a number of significant contributions to the improvement of student achievement in basic educational skills. It has done so by providing a variety of services and materials for use by teachers and school administrators.

Some recent searches of ERIC, made at the request of local educators, have turned up documents related to the development of instructional objectives for the teaching of spelling and handwriting, sequential math and secondary remedial English curricula, and mastery learning programming in the language arts (grades 5-8).

The Resource Agent Program, operated by the Center, has pioneered such innovative instructional programs as "Math Their Way" and the "Vermont Writing Process." Regular and Chapter I teachers have been eager participants in these and other "basic skills" workshops, and the evaluations from these sessions indicate that the materials and ideas shared by the Agents have been quickly and easily assimilated into the schools' curriculum.

The Resource Center has also collected and disseminated a number of VERB resources directly related to the improvement of basic educational skills. The items most requested by local educators during the school year 1982-83 (through the end of March) have included the Montpelier Reading and Math Continuum, Goals, Objectives and Tests; K-8 Mathematics Objectives; Using Popular Magazines for Teaching Reluctant Readers; and Mobiles, an Arts/Language Arts integrated project. The Promising Practices (VERB) Regional Training Sessions held in March have generated a number of exemplary submissions related to the improvement of "basic skills", especially in the area of reading.

(B) overcoming problems of finance, productivity, and management in educational institutions;

The Resource Center has made its greatest contribution in this area through its computer search service and delivery to local school administrators of relevant educational documents through ERIC. Requests from Vermont administrators have significantly increased this year and their growing familiarity with our collections has increased the complexity of these searches. Examples of 1982-83 school year requests (through the end of March) are: teacher supply and demand, alternative teacher salary schedules, community survey models, administrative team management, and class size and its effect on learning.

The Center has also offered a workshop, led by RAP Agents Lars Baris, Betsy Kielman, and John Bourland, entitled, "Management Skills for Administrators," which has been used by the Grand Isle Supervisory Union, one of the most rural districts in the state.

Early indicators suggest that the Regional Promising Practices (VERB) Training Sessions will turn up a number of VERB submissions particularly relevant to administrators in the areas of inservice planning, computerized bookkeeping, and classroom organization.

(C) improving the ability of schools to meet their responsibilities to provide equal educational opportunities for students of limited English-speaking ability, women, and students who are socially, economically, or educationally disadvantaged;

The Vermont Educational Resource Center has made a concerted effort to reach teachers and administrators in the most rural districts in the state in order to address the needs stated above. The results have been very encouraging. Requests for ERIC documents from this sector have increased. Furthermore, most of the VERB requests in this program year have been from the state's most rural schools.

The Center has also attempted to address the needs of those particularly at a disadvantage in our school systems by offering a variety of RAP workshops in 1982-83 and in attracting relevant workshop proposals for the 1983-84 program. Chapter I teachers around the state have received the services of RAP Agents offering workshops on math manipulatives, trouble-shooting problems in reading comprehension, and organizing parents "as partners" in the instruction of Basic Skills. Applicants for the 1983-84 program include those offering workshops for women suffering from "math anxiety," for teaching language through a learning styles approach, and for a number of Chapter I-related offerings for teachers of educationally disadvantaged youth.

(D) preparation of youths and adults for entering and progressing in careers;

The Resource Center has assisted consultants within the Divisions of Basic Education and Vocational Education by identifying ERIC and other national resources and documents related to the implementation of the Vocational Education Act and the development of Career Education Centers.

In addition, the Resource Center has recently accepted into VERB a number of promising practices and materials related to career awareness. These include a program description and supporting materials for a six-week career exploration unit for grade 9 students; a notebook containing units written in French, which is intended to help high school students explore career options while learning a foreign language; and a program description for a unit, "An Introduction to Our Area," designed to introduce middle school students to occupational opportunities in their region through field visits and interviews with local residents.

(E) overcoming the special problems of the nontraditional student, including the older student (with special consideration for students over the age of 45) the part-time student, and the institution which the student attends:

This year the Vermont Educational Resource Center has conducted a number of searches for Department Adult Education consultants, Adult Basic Education tutors, and the state's Correctional program consultant concerning the establishment of "adult basic competencies." Furthermore, the Center has responded to requests for information and resources on the topics of depression, self-esteem, and self-concept anxiety amongst older adult students.

The 1982-83 RAP program has provided a number of workshop offerings relevant to tutors of Adult Basic Education, which serves Vermont's educationally disadvantaged adult population. These included one on troubleshooting problems in reading comprehension, one on the use of math manipulatives, and another on stress management.

(F) encouraging the study of language and cultures and addressing both national and international education concerns; and

The Center has conducted searches and provided to Department staff, local educators, and students materials ranging from instructional techniques for the teaching of French at the elementary level to United Nations and Presidential reports on national and international policy.

The 1982-83 RAP program has sponsored Agents offering workshops on a variety of topics intended to help teachers and administrators design programs to prepare their students for global citizenship. These have included workshops on setting up Canadian Studies and interdisciplinary humanities workshops, one on developing reasoning skills through studying the arms race, and a number of educational technology offerings including one on visual literacy.

(G) improved dissemination of the results of, and knowledge gained from, educational research and development, including assistance to educational agencies and institutions in the application of such results and knowledge.

The Vermont Educational Resource Center has contributed research and resources from its ERIC collection and various databases to assist Department consultants with such major projects and the Early Education Initiative.

	No. of Direct Users (Est.)	Kinds of Services Provided RAP Workshop Participants	September 1, 1982 - March 23, 1983
Teachers	1250		Workshops Individualized
School Bldg. Administrator	175		
District Personnel	4		
Intermediate Unit Personnel			
SEA Personnel ·Chief and Admin. Staff ·Other			
School Boards	6		
State Legislators			
Parents	10		
Students	175		
Others (Name)	15		
	1635		

	Requests	Kinds of Services Provided ERIC/VERB
Teachers (Including nurses & librarians)	268	Computer/manual searches Reproduction requests for ERIC and VERB Reference questions Interlibrary loans
School Bldg. Administrator	75	Manual/computer searches Reproduction (hardcopy and/or microfiche) for ERIC and VERB
District Personnel	75	Manual/computer searches Interlibrary loan Reproduction services for ERIC and VERB
Intermediate Unit Personnel		
SEA Personnel ·Chief and Admin. Staff ·Other	74 323	Manual/computer searches Bibliographic references Circulation of Federal Register & Congressional Record Help with ERIC Index use Interlibrary loans (books & articles)
School Boards	7	Computer searches Reproduction services
State Legislators	0	
Parents	0	
Students	34	Searches & reproduction services (mostly graduate students)
Others (Name)		
Federal Agencies	1	
Public Libraries	1	Reproduction ERIC microfiche
VT Dept. of Libs.	5	Reproduction ERIC microfiche
College libs./fac.	86	Reproduction services; searches

National Institute of Education

Regional Program

ANNUAL PROJECT REPORT ON ESTIMATED IMPACT OF PROJECT ACTIVITIES

Title of Project Vermont State Capacity Building Dissemination Grant

Project Director Mary Perry

Date: May 8, 1984

INSTRUCTIONS

Column I: Please give your best estimate of the numbers of people in each category who have been direct users of your services in the past year (or three project quarters). A direct user is identified as the person for whom the service was intended. For example, if a principal or school clerk calls with a request for information for a district administrator, the information would be put in the category of "district personnel."

Column II: Briefly describe the kinds of services that were provided to each group i.e., information packets, workshops, consultations on new programs, etc. Be as specific as your current record keeping will permit.

Please submit these forms to your project officer.

Relationship of NIE Priorities to Project Activities

NIE is interested in collecting information (anecdotal or quantitative) on the ways in which our funded projects have made a difference for educational practitioners and decision makers. Please describe any project activities or accomplishments during the past year that relate to the seven priorities below outlined in NIE's authorizing legislation. If there are no activities within any priority category, please leave it blank. Otherwise, describe the activity with a focus on "outcomes" or project contributions toward the priority.

(A) improvement in student achievement in the basic educational skills, including reading and mathematics

Formal knowledge and first-hand experience is what is shared in the RAP workshops (Resource Agent Program - a program which evaluates exemplary activities, projects or methods which are deemed worthy of imitation and valuable for teachers). These workshops help teachers make connections that they might not otherwise make.

Experienced teachers know what questions need to be asked and Vermont's most creative teachers answer them.

The Resource Agent program offers an opportunity for inquiry and adaptation. It gives the latest information on the subject and how it is practical in the classroom. For example, to address educational skills: a workshop in Child Development Cycles offered through RAP has been in demand. Elaine Pinckney (RAP Agent) gives parents and teachers the information on the Gesell Development Cycles correlated with the Epstein/Toepfer "Brain Growth Periodization Study." Teachers and parents are asked to consider the implications of this research to make decisions on program development and curriculum planning as well as to base decisions on readiness for school entry.

Other skills offered through workshops are: Attribute Blocks and Logic to help teachers use manipulative mathematics materials, designed to encourage logical, systematic approaches to problem solving at the abstract level. Another workshop deals with the Johnston and Johnston Model for cooperative learning and asks the teachers to reflect on the process of math rather than the product (the answer). Many of the workshops on math for younger children emphasizes a hands-on approach and one workshop includes discussion on math as a language and as an art form.

The RAP Catalog includes seven workshops on reading with thirteen other workshops cross-referenced to reading. Workshops cover a wide range, including help to Special Educators in their reading programs: "How To Teach Writing" (which many view as inseparable from the reading process). There are workshops on the "Whole Language Approach" to teaching literacy and interdisciplinary approaches to reading.

The Resource Center presents awareness sessions to teachers in Vermont schools and the Vermont Educational Resource Base (VERB - resource program which identifies outstanding teachers and practices in Vermont) is included as a rich resourch which many teachers find valuable in seeking materials for enrichment, special projects, and in finding a consulting teacher who has developed a practice to deal with a special need. For example: teachers have been helping one another and sharing information developing "Math Their Way", a concept-level, activity-based math program for younger children. Another type of idea developed and disseminated has been teaching in small groups. Visitation by interested teachers is encouraged.

Reading is the area of most active interest. Some of the programs requested are: "Framework For Troubleshooting Reading Comprehension Difficulties," "Storytelling and Reading," "Once Upon A Shared Book Experience," "Young Author's Week," "Life To Remedial Reading," etc.

Most of the ERIC searches, when not for college-related research, have been in relation to reading and math. Other requests have been related to Mastery Learning and Effective School Research -- skills which are to help improve instruction in every subject.

We have had almost 400 ERIC searches including help to State Legislators, parents, mental health workers, librarians and others.

(B) overcoming problems of finance, productivity, and management in educational institutions;

Inservice training is one of the Vermont Department of Education's priorities and the Resource Agent Program is established and effective. Administrators know that RAP provides an outstanding resource for Inservice for themselves and their staff. There are eight workshops under School Organization and Management included in the RAP Catalog.

(C) improving the ability of schools to meet their responsibilities to provide equal educational opportunities for students of limited English-speaking ability, women, and students who are socially, economically, or educationally disadvantaged;

The Vermont Educational Resource Center has made the Resource Coordinator available to all schools and special efforts have been made to connect with rural schools to let them know that RAP workshops can and should be used by them and to explain ERIC and gather requests concerning their work. These requests are researched within the week by the Resource Center's Librarian and sent back to the individual teachers.

Included in the RAP offerings is a selection - "Sex Equity" - for dealing with the double standards of education male and female students. There are a number of Chapter I related workshops. Often the teachers chosen to be Resource Agents are able to deal with special problems to help motivate children who have been deprived.

Some of the workshops that have been requested are: "Math for Women With (Or Without) Math Anxiety" and "The Math/Science Filter" (a workshop which shows that the failure to study math and science beyond required courses significantly reduces woman's options).

(D) preparation of youths and adults for entering and progressing in careers;

The Resource Center has provided information from journals, from ERIC and from the Vermont Educational Resource Base to consultants within the Division of Basic Education and Vocational Education. The Resource Center often is called upon to provide information through ERIC searches for specific curriculum and model guides to area vocational centers.

The Resource Center compiled Promising Practices in Vermont School Districts which contains a comprehensive educational/vocational program designed to prepare young men and women for careers in marketing and distribution. There are other programs which try to show the "disenchanted" the connection between school and work. For example: five workshops have been requested about the ACE Program (Alternative Center for Education).

RAP workshops are often requested to deal with computer technology and alternative education programs which provide methods for creating innovative curriculum for disadvantaged, unmotivated or troubled students. This program is designed to help students learn the Basic Competencies and acquire job skills and income.

(E) overcoming the special problems of the nontraditional student, including the older student (with special consideration for students over the age of 45) the part-time student, and the institution which the student attends;

Searches run the gamut. They have been done to provide information for the nontraditional student, from specific learning disabilities to problems related to being left-handed.

The most help given to the part-time student is given to teachers studying courses and in supplying microfiche to the Consortium of Vermont colleges. So far, our only connection with the over 45 year old student is in helping the Adult Basic Education teachers and consultants.

(F) encouraging the stuuy of language and cultures and addressing both national and international education concerns; and

There has been an increasing demand for interdisciplinary curriculum information through ERIC.

The RAP program offers workshops on "Teaching Russian and Soviet Literature," "Canadian Studies," "A Study of Democracy" which examines the collapse of democratic governments and several workshops which study the arms race and peace issues.

A great deal of information on language study in the curriculum was requested from ERIC when the Vermont Department of Education revised their standards and created a great debate over the question of language requirements.

(G) improved dissemination of the results of, and knowledge gained from, educational research and development, including assistance to educational agencies and institutions in the application of such results and knowledge.

The Resource Coordinator's school visits to present information on the use of ERIC, RAP and VERB have increased the number of requests. Even if teachers have some vague knowledge of the resources, they need explicit information — "show and tell" -- with requests taken back to the Resource Center from the school. Also, teachers taking courses are more apt to use ERIC.

There have been several radio programs with RAP Agents interviewed about their workshops and the RAP program in general. There have been Public Service Announcements to tell about the Resource Center's programs.

This year the Vermont Department of Education published Approval Standards for schools and the many writers involved often requested ERIC information.

Many school boards, day care centers and legislators were provided information on early childhood education and kindergarten as the Department of Education attempted to require kindergarten for towns that did not already offer it, and the Governor of Vermont has as his priority funding for early education.

This year alcohol and drug education was mandated and in developing a curriculum for K-12, a great deal of searches were utilized.

VERMONT EDUCATIONAL RESOURCE CENTER
SEARCH PROCESS

THE REQUEST	THE SEARCH	THE RESULTS
By Phone By Search Form By Visit & Discussion	ERIC Indexes Resources in Education (RIE) Current Index to Journals in Education (CIJE) VERB Index Cataloged bibliographies Subject File Cataloged books, pamphlets, etc. Mini-Grant File RAP Catalog/Agents Miscellaneous: NDN Publications Clearinghouse Publications State Agencies (Directory) Congressional Record Federal Register	List of References/Computer Printout Selections from above supplied.... (1) Microfiche copy (2) Hard (paper) copy (3) Viewed in Center (4) Interlibrary loan (Journal articles) Referral to: (1) Department personnel (2) Occupational Information System (OIS) (3) State Library (4) Other State Agencies (5) RAP Agents (6) Resource persons listed in VERB Index Other Materials: (1) Loan of cataloged materials (2) Copies of materials from Subject File

	No. of Direct Users (Est.)	SERVICES PROVIDED BY VERMONT EDUCATIONAL RESOURCE CENTER APRIL 1983 thru MARCH 1934 Kinds of Services Provided
Teachers Elem.	256	Publications sent; ERIC searches; interlibrary loans; loans from cataloged collection; ERIC index use; m/f readers used; reproduction services; reference questions; MicroSIFT sets sent; disks copied; scheduled Inservice Institute computers for workshops at schools.
Sec.	149	
School Bldg. Administrators Elem.	139	Publications sent; ERIC searches; reproduction services; interlibarary loans; ERIC and other materials located for committee study
Sec.	51	
District Personnel	137	ERIC searches; interlibrary loans; publications sent; reproduction services; background materials located for district committees and consultants.
[redacted] Librarians/Media	118	Reproduction services; MicroSIFT sets sent; ERIC searches. (MicroSIFT software reviews by Northwest Reg. Ed. Lab. have been printed by offset and supplied to schools at our cost)
SEA Personnel -Chief and Admin. Staff -Other Consultants Coordinators	110 271	ERIC searches; reproduction services; Congressional Record and Federal Register reviewed daily; author searches; indexes and m/f readers used; interlibrary loans; verify names; locate addresses.
School Boards	24	ERIC searches; reproduction services; cataloged materials loaned;
State Legislators	1	SDE Director, Intergovernmental Affairs used Center's resources to supply information to legislative committees.
State Agencies	21	ERIC searches; reproduction services; curriculum models for Corrections.
Parents	6	Software reviews supplied.
Students College & grads	74	ERIC searches; reproduction services; ERIC info; index & reader use in Center.
College Faculty	137	
Others (Name) Pvt computer consultant Rutland Mental Health Washington County MH [redacted]	45	ERIC searches; reproduction services; curriculum guides supplied; national clearinghouses contacted espeecially for SDE Alcohol & Drug program.

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RESOURCE CENTER STATISTICS, April 1983 thru March 1984

	April	May	June	July	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	TOTALS
ERIC microfiche	213	255	1241	133	96	133	431	362	175	125	220	177	3736
ERIC hardcopy	1329	2220	254	1477	719	1785	2239	950	460	912	1098	478	13,921
VERB microfiche	1	8	17	-0-	2	22	-0-	2	-0-	-0-	-0-	11	63
VERB hardcopy	664	1065	65	-0-	330	201	182	237	331	24	307	-0-	3406
Searches	33	14	28	16	22	17	31	45	39	30	17	30	322
Interlibrary loan													
Requested	52	23	53	18	19	36	42	26	31	32	56	37	425
* Completed	19	32	23	16	7	20	19	23	17	30	28	38	272
Computer on line time (BRS)	19.228	5.247	10.858	6.061	6.974	10.442	8.414	7.059	19.538	18.508	7.993	19.706	140.028

* Some not completed because periodicals not available in Vermont

RAP DATA -- FINAL REPORT

The following is a tabulation of RAP workshops conducted during the 1983-84 period and during the first 7½ months of the 1984-85 period.

1983 - 1984	Number
August	2
September	3
October	22
November	25
December	11
January	31
February	19
March	36
April	15
May	15
June	- 0 -
	179

1984 - 1985	Number
August	3
September	9
October	21
November	32
December	7
January	28
February	23
March (scheduled as of 3/13/85)	17

The 1984 - 1985 RAP program is comprised of 66 gents providing 69 workshop offerings.

APPENDIX B

Five Year Results

B-1. Leadership

B-2. Resources

B-3. Linkages

BEFORE NIE	AFTER NIE
LEADERSHIP	
-- one staff member and part-time clerk	-- Project Director (50%); Educational Resources Coordinator (100%); Librarian (100%); VERB Editor (for one year); services of Evaluation Specialist and Assistant (for two years)
-- small corner for ERIC files	-- greatly expanded space with room for staff desks, computers, microfiche reader/ printer and duplicator, tables for public to conduct research, several wall-height files
-- no policy imput from Department as whole	-- a Resource Advisory Group made up of representatives from all units and regional teams meets every other month
-- no recognition of ERIC/VERB/RAP at higher government levels	-- on several occasions Center staff have had opportunities to present Center activities to Vermont State Board of Education and members of Vermont Legislature's House and Senate Education Committees
-- policy made by Director of Division of Federal Assistance	-- Deputy Commissioner, Director of Division of Basic Education, Chief of Educational Resources Unit, Project Director comprise policy body
-- not available	-- during Year Five, Resource Center activities incorporated into Inservice Institute and position of Project Director upgraded

BEFORE NIE	AFTER NIE
RESOURCES	
-- all ERIC searches done manually	-- 90% of ERIC searches done by computer through BRS
-- 190,736 ERIC titles	-- over 250,000 ERIC titles in use
-- not available	-- Librarian has acquired and catalogued many thousands of pamphlets, reports, studies and guides. Also participates in inter-library loan system through which journals and books are obtained
-- not available	-- incoming materials reviewed and circulated. Librarian has catalogued over 1,500 titles including around 800 sex equity titles
-- 200 VERB unreviewed entries on file	-- 500 reviewed VERB titles and Cumulative Index available and in demand
-- not available	-- Directory of Resources Available From State Agencies; Computer Bits; Resource File Catalog for Inservice Institute
-- not available	-- two informational packets on Sex Equity and ESL/Bilingual
-- not available	-- Resource Center supervises scheduling lending of 12 Commodore computers, monitors, disc drives, etc.

BEFORE NIE	AFTER NIE
LINKAGES	
-- RAP funded largely by Titles I and IV-C, ESEA	-- RAP funded jointly be Department funds and local sharing - completely institutionalized. Approximately 2,000 teachers participate yearly.
-- not available	-- Vermont School Net installed
-- not available	-- grant instrumental in formation of VECTOR, private, non-profit education computer users group with about 140 members
-- not available	-- Department consultants and regional team members trained in Center services, particularly collecting for VERB
-- not available	-- new resource base of consultants and related resources for Inservice Institute, major Department priority undertaken
-- not available	-- ongoing awareness activities in field by fairs, exhibits, presentations, conferences
-- fragmented efforts	-- Center staff members closely involved with NEREX, Regional U.S. Office of Education, NDN, VEA, VEMA and VVA